

Introduction

In 1989, a group of people met at a conference in Rio, where they suggested to Cambridge University Press that there was a need for an introductory book on management, aimed at people who were either becoming managers or were now in a management role. The result was *Management in English Language Teaching*, published in 1991, which provided a useful introduction to management for many people who are now in middle and senior management positions in what we are terming language teaching organizations (LTOs).

Since 1991, the global English Language Teaching (ELT) industry has expanded and evolved, with an incredibly wide range of enterprises, from tiny small-scale start-up operations to international chains with global reach. Whatever their size and scope, all these LTOs have to be managed; that is, people within the organization have to be led towards shared goals, activities and resources planned and organized, staff motivated and developed, and resources monitored and controlled. Ultimately, and perhaps most importantly, customers have to be satisfied. For one of the most significant changes that have taken place since 1991 is the reconfiguring, in both private and public sectors, of the traditional teacher–student relationship into a service provider–consumer relationship. LTOs have taken on an additional role to their educational one: they are service providers.

Meeting the demands of this additional role has involved a growing awareness of the importance of management, so anyone moving from a classroom to a supervisory or managerial role needs to extend existing skills relevant to their new job, as well as acquire new competencies and a new managerial perspective. This book is intended to be a contribution to such development.

The contents and approach of the book are built on the combined experience of the authors in a variety of management roles and a wide range of LTOs, either by direct experience, or by proxy through our involvement in training aspirant or existing LTO managers and directors. We owe a considerable debt to the scores of participants following courses leading to the International Diploma in Language Teaching Management (IDLTM), the management qualification designed and administered by the Universities of Cambridge and Queensland and the School for International Training. In addition, we are indebted to colleagues in the various institutions with which we are associated. Through them, we have gained insights into a vast variety of LTOs, at virtually every stage of their life cycle, from infancy to maturity, and ranging in size and scope and diversity. We have also seen how the job of LTO managers has changed, with middle managers, such as directors of study, assuming responsibilities outside their traditional role as leading professional. And we have observed how even not-for-profit (NFP) organizations have had to become more commercial in their outlook with a growth in competition, both domestically and internationally. From these observations, we have concluded that some LTOs, regardless of size, are more effective than others.

What, then, are some of the characteristics of an effective LTO? There is, of course, no simple answer to this question. Nonetheless, we have been able to draw some conclusions about what appears to make an LTO effective as an educational institution, as a service provider, as a profitable enterprise, and as a good employer.

Firstly, an effective LTO is clear about what it is, what it is doing, and why it exists. In short, it has a clear vision of itself, and a clear set of goals. These will not necessarily be embodied in vision and mission statements, but they will be demonstrated in what members of the LTO say about what they are doing, how they do it, and how in tune they are with the values and ambitions of the organization and its clientele. In short, an effective LTO has a sense of moral purpose, which Fullan (2001b, p. 3) has defined as:

...acting with the intention of making a positive difference in the lives of employees, customers and society as a whole.

And it is alignment between people's values and those of the organization which give meaning to work. Or, as Podolny, Khurana & Hill-Popper (2005) put it:

To the extent that we understand our work within an organization as contributing to a goal or ideal that we value, our work will have meaning.

Secondly, derived from its sense of vocation and clarity of vision, an effective LTO will have a strategy about where it is going over the next year or more, how it is going to get there and how it will know whether or not it actually got there. In other words, an effective LTO is not a rudderless ship, buffeted by forces which it makes no attempt to deal with in a purposeful and coherent manner. Effective LTOs are definitely not characterized by laissez-faire management.

Thirdly, effective LTOs – or the directors, managers and staff – listen and learn. They listen to what their clientele tell them, and they learn from what they hear. This enables them to perceive and satisfy changing client needs. It means treating consumers as boss, and making sure that the organization has the capability – including the staff capability – of responding to the consumers' requirements in a timely manner.

Fourthly, they recruit and retain motivated, committed and loyal staff who are clear about what their jobs involve and require, and where they and their work fit into the organization as a whole. If there is purposeful management, good internal communication, and a collegiate culture, staff commitment and loyalty form part of a virtuous circle.

Fifthly, they are committed to maintaining and raising quality standards overall, and are profitable because of this, rather than because they prioritize profits and student volume at any cost. They provide excellent service levels to underscore the benefits of opting for their services. On the basis of this, they carefully build a reputation through good word of mouth.

Sixthly, effective LTOs are characterized by continuous improvement, adjustment, diversification of their portfolio of products, development of teaching staff, implementation of modern teaching techniques and teaching to certified and demonstrable levels of attainment. Effective LTOs are not static; they are learning organizations.

Finally, they have the ability to adapt while maintaining credibility and reliability. By intelligently reading changes in the environment and the market and by anticipating future trends, they are able to introduce well-judged innovations, and to change without sacrificing the unique identity and character that distinguish them from their competitors.

An effective LTO will not necessarily be an easy place to work in because people are expected to perform well. It will, however, be a rewarding place to work in, and in our view it is through effective management that this happy state of affairs is achieved.

In preparing this book, we have faced a problem: managing is an integrated process, so that decisions that are made in one aspect of an LTO's activities will either draw upon or have an impact on others. Since a book has to be organized as a series of chapters, it is easy to lose sight of such integration, as a point relevant in one chapter may be covered in greater depth in another. We have attempted to avoid lack of integration, while at the same time steering clear of unnecessary repetition, by use of cross-referencing, both as a reminder to readers, as well as a way of directing them forward or back to related aspects of management. We have also tried to link the contents of each chapter to the real world of the reader's LTO. This has been done in two ways.

Firstly, we have provided examples – vignettes – based on a range of actual LTOs. These vignettes are used to illustrate aspects of management and the ways in which different LTOs find solutions to a range of management issues. Readers may discover in these vignettes parallels with their own LTO, or thought-provoking insights into the way other LTOs operate.

Secondly, throughout the book there are tasks which invite readers to relate concepts, principles and practices to their own LTO. In many cases, the reader is invited to reflect on the area concerned; in others, the reader may be asked to investigate an area in some detail by obtaining information on how their LTO manages a particular aspect of its work or services. In the reflective activities, there is no right or wrong answer, and in any case, the information will often be specific to the LTO concerned. The idea is to look at the familiar and taken-for-granted from a new, analytical perspective. Reflecting and researching are important ways of applying management principles and practices and giving life to the content of this book. Such work may also reveal aspects of LTO practices which could be improved, or it may indicate a need for specific training that is outside the scope of a book like this.

In addition to training, managers (aspirant or practising) can extend their knowledge and skills by participating in the various professional forums which are available to them. These are of two kinds: those involving institutional membership, and those open to individuals. Trade associations, such as English UK and English Australia, are restricted to institutional membership, and they are concerned with promoting the interests of these corporate members. As part of their remit, they will also offer conference and training opportunities for individuals, such as directors and directors of study.

Related to, but independent of, such trade associations are national or regional accreditation schemes, such as Accreditation UK, the NEAS scheme in Australia, or EAQUALS in Europe and the UK. Accreditation by such schemes is increasingly a

regulatory requirement, which means that LTOs have to reach threshold levels of management effectiveness. Being concerned with achieving and maintaining such levels can provide valuable development for individual managers as well as the LTO as an enterprise.

The second kind of forum is that open to individual membership, foremost among which are such associations as IATEFL and TESOL, and their national or local affiliates. Both IATEFL and TESOL have special interest groups (SIGs) for LTO managers and administrators, providing useful forums for interchange and development. The IATEFL management SIG is also one of the few bodies which publishes articles directly related to LTO management.

Finally, there is a third kind of forum open to virtually everyone: the World Wide Web accessible via the Internet. In 1991, when *Management in English Language Teaching* was published, the first publicly available websites appeared and the use of the Internet as a research tool was in its infancy. Since then, the World Wide Web has become a global resource, and at the time of writing this book we are in the era of Web 2.0. This means that no one, least of all an LTO and its managers, can work without accessing and using the web. This text includes a searchable Glossary which you will find on CUP's website www.cambridge.org/elt/teachertomanager. For managers, the web is an invaluable source of ideas, and there are numerous search engines which managers can refer to for information and guidance, such as Ask.com., Google, Yahoo! and free online resources such as encyclopaedias (e.g. Wikipedia), dictionaries (e.g. 12Manage, BusinessDictionary.com, Free Management Library), and official government sources such as the Department for Children, Schools and Families (UK), Business Link (UK), and business.gov.au (Australia). Social network sites such as Facebook, MySpace and Bebo offer opportunities for marketing, advertising, recruitment, staff induction and communication.

In 1991, it would have taken some prescience to have predicted both the impact of the World Wide Web and the ways in which LTOs and the work of their managers would evolve. Seventeen years later, the present authors hope that *From Teacher to Manager* will meet the needs of newcomers and practising managers, will extend their understanding of management, will contribute to developing their management skills, and will lay a foundation for whatever specialized training and development they may undertake in the future.

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Managing in the LTO



- THE LTO: VARIETY
- DEFINING MANAGEMENT
- THE TRANSITION TO LTO MANAGER

INTRODUCTION

English Language Teaching (ELT), also referred to as English for Speakers of Other Languages (ESOL), given the status of English as a global language, is a global phenomenon, taking place in virtually every country in the world and being provided in a wide range of institutions, or Language Teaching Organizations (LTOs). Indeed, one of the most striking characteristics of ESOL is the huge diversity of contexts and organizations in which it is provided. Many LTOs are commercial businesses, some are not-for-profit (NFP) enterprises which, nonetheless, have to be run commercially, and yet others are publicly funded, ranging from regular state sector schools, through further education (FE) institutions to universities. There is also tremendous variation in the size of LTOs, from small, owner-run schools to global chains.

Despite this diversity, there is one unifying factor: all of these LTOs, regardless of size and context, have to be managed. The role of management and administration in LTOs has, like ESOL itself, greatly expanded in the past twenty years, influenced by the widespread acceptance of management principles and practice, not only in the commercial, but also in the public and NFP sectors as well. This development, accompanied by a focus on quality, efficiency, improved productivity, self-management, accountability to stakeholders and an emphasis on service, is a feature of managerialism or New Public Management (Fitzsimons, 1999), which may be contrasted with professionalism, in which codes of practice and the interests of the client are prioritized. ESOL is not isolated from the tensions between managerialist and professional priorities, and without an understanding of management principles and practices, the ESOL professional in a management role can be disadvantaged and marginalized. One of the purposes of this book is to help achieve an effective and productive balance between these two sets of demands.

The LTO: variety

The diversity of ESOL contexts referred to above is illustrated in the following examples. This is not an exhaustive set, and you may well work in an LTO which does not actually match any of these examples.

HONG KONG: THE PUBLIC SECTOR SCHOOL

Angela is the departmental head of English in a medium-size public sector secondary school with an enrolment of around 900 students, which serves children from adjacent public housing. The school is English-medium, although the first language (L1) is extensively used in the classroom. Angela's job includes a lot of administrative chores, such as writing reports and plans for the Education Department, and attending meetings. Although her involvement is required, she is subordinate to the principal in appointing new staff, but it is she who has responsibility for helping, advising and developing teachers in her department. In addition, she is responsible for quality assurance through observing teachers, and checking the grading of homework. She also deals with complaints from students and parents, and she works quite closely with the principal on such matters. She has no financial responsibilities, as the budget for the school is managed by the principal, who in turn is responsible to the Education Department, which also specifies the curriculum and defines the assessment and other educational targets which the school has to meet.

UNITED KINGDOM: THE NFP CHAIN SCHOOL

Bruce is a director of studies (DOS), or senior academic manager, in a branch of a privately owned, NFP chain located in a small town. The centre has a capacity of around 250 students, and it is open all year, offering a mixture of individual and group courses. Around half of the students follow intensive English courses, while adult closed groups make up the other half. There is a small amount of teacher training for both native English and non-native English speakers. Bruce is responsible for recruiting and managing teachers, in collaboration with the central Human Resources manager. A small core of teachers are permanent, while others are employed on short-term contracts to match seasonal fluctuations in volume. Bruce is responsible for quality assurance, part of which includes four-yearly inspections under the Accreditation Scheme, as well as teacher development, and he collaborates with other DOSs in the chain on curriculum development. Sales and marketing for the group are handled centrally in consultation with branches. Bruce works closely with a colleague who is responsible for student services, covering accommodation and social and excursion programmes, and each also manages annual budgets. Both report to the head of schools, who is based at headquarters.

AUSTRALIA: THE COLLEGE OF FURTHER EDUCATION

Lee is head of department (HOD) in a large FE college which serves two types of clientele: immigrants who are settling in the country, and language travel students who come for periods ranging from a few weeks to nine months to combine an English language course with part-time employment on a student visa. The adult migrant programme is federally funded, whereas the language travel programme operates on a commercial for-profit basis. Recently the college has developed a small IELTS programme to meet the rising demand among students aspiring to enter tertiary education, for which an IELTS score at a specified level is an entry requirement. The staff are either on casual, hourly paid terms or on annual contracts. As HOD, Lee has responsibility for managing the departmental

budget, which is set through an annual budget round in competition with other heads of department. Much of her work involves attending various college meetings to represent the interests of her department, devising plans in line with college strategic planning, monitoring ongoing student and staff numbers and performance against targets, and reporting regularly to her head of division. The majority of the curriculum development, quality assurance and temporary staff recruitment and supervision is devolved to the two DOSs, who regularly report to her.

GREECE: THE OWNER-RUN FRONTISTERIA

Melina runs a very small language school, or *frontisteria*, in a provincial town where there is a lot of competition from similar LTOs. Aspiring to obtain one of the limited number of teaching posts in the state school system, Melina was persuaded to open her school as a temporary measure until such employment came her way. Backed by some family money, she rented some premises and used contacts to recruit students who are mostly youngsters and teenagers from the neighbourhood, following general English and exam preparation courses. Five years on, the school is established, and staffed by Melina and a small number of part-time teachers. Melina manages the entire operation, although she relies on a cousin to manage the accounts, and she is also responsible for meeting parents and recruiting students, dealing with staffing matters, devising courses, and ensuring that things run smoothly and profitably. She is still hoping for a state school appointment.

THE MIDDLE EAST: THE ENGLISH LANGUAGE SUPPORT UNIT

Bob is the head of the English Language Support Unit in a large English-medium university in the Middle East. The unit is charged with bringing the entering students up to the levels of English required to cope with the course they enter, as well as offering support to the undergraduate student body by way of language labs, academic writing support, and ongoing EAP (English for Academic Purposes) classes. The unit has ten expatriate (native English speaker) staff and four locally hired teachers. Bob's work involves ensuring that the courses are being delivered as planned and in line with the university's needs. Much of his role is actually devoted to attending meetings to try and gain funding for the unit, and dealing with some intense inter-faculty politics which often leave the unit sidelined as not being part of the academic programme.

JAPAN: THE FOR-PROFIT NATIONAL CHAIN

Hafwen works for a large LTO chain in Japan. Founded in the early 1980s, it is wholly owned by company shareholders as part of a corporation which includes health insurance for foreign employees, publishing, a travel agency, and a study-abroad placement agent. In 2006 there were about 800 branches nationwide, the chain commanding nearly two thirds of the total student numbers for the English conversation schools nationwide. In 2006 two thirds of the total work force were foreigners, having an average age of 25.

Comprehensive marketing and mass advertising have made the chain a recognizable brand throughout the country. It offers a range of products and a flexible booking system

and times, with an emphasis on meeting the customers' requirements for convenience and flexibility. Product specifications and systems are closely defined and controlled to ensure brand unity.

The LTO is hierarchically structured, with centralized decision-making, including financial planning and staff recruitment. Operational management is devolved through an area and branch management network. Lesson Management Plans, which are devised by a centralized Education Division, must be used. There are also manuals for training sessions and some specific personal development sessions, for which branch managers are responsible. There is a Code of Conduct given to each new recruit at orientation and this is reinforced throughout employment.

TASK

Before reading any further, complete the table in Figure 1.1 opposite for the examples above, and for yourself and the LTO you work in. The idea in this activity is to start looking at your LTO from the viewpoint of a manager, starting with who is responsible for what. Activities in this and subsequent chapters will involve further analysis of specific aspects of managing an LTO.

What these examples illustrate is how diverse LTOs are in size, type, ownership and complexity. In all of them, in addition to the core or central activity – teaching – there is a range of other activities which go on in support of the teaching function and the various services provided by the LTO.

MANAGEMENT

Defining management

Management is something which is fundamental to the way any organization, including any LTO, operates, survives and develops. What, then, is management? In his book *The Twelve Organizational Capabilities*, Bob Garratt (2000, p. 51) explains that the English word 'manager' derives from the Latin for 'hand', and that it entered English in Tudor times via the Italian *maneggiare*, as applied to the breaking of horses. Two centuries later, the word 'management' assumed an additional meaning from the French *ménager*, which concerns the domestic economy of the kitchen. Garratt contrasts these two views of management, the former prioritizing control, the other being more 'emotionally nurturing'.

It is precisely these contrasts which reflect the ways in which people approach and experience management. In some cases, management can be very hands-on – and even heavy-handed – prioritizing getting things done, that is, task achievement. In some cases, it can be very hands-off, or even laissez-faire, resulting in lack of direction and confusion. In yet other cases, it can be democratic, with effective delegation, a concern with harnessing and developing people's skills, and encouraging motivation and commitment

LTO	What type of LTO?	Who manages it?	Who recruits staff?	Who is responsible for staff development?	Who designs the curriculum?	Who manages budgets?	Who is responsible for quality assurance?
Angela's					Education Department		
Bruce's	NFP chain		DOS				
Lee's						Head of Department	
Melina's		The owner					
Bob's							
Hafwen's			Central recruitment			Branch managers reporting to headquarters	Branch managers and Education Division
Yours							

FIGURE 1.1: LTO responsibilities

to achieve shared goals. It is this last sense which informs our approach to management in this book.

Management functions

Management operates through various functions, often classified as planning, organizing, leading/motivating and controlling:

- **planning:** deciding what has to happen in the future (today, next week, next month, next year, over the next five years, etc.) and producing plans to achieve intended goals
- **organizing:** making optimum use of the resources required to enable the successful carrying out of plans
- **leading/motivating:** employing skills in these areas for getting others to play an effective part in achieving plans and developing people's skills
- **controlling:** checking progress against plans, which may need modification based on feedback.

Drucker (1973, p. 73), who sees both for-profit and NFP organizations as being essentially businesses, takes the view that 'managing a business must be a creative rather than an adaptive task' and he lists three tasks, 'equally important but essentially different, which management has to perform to enable the institution in its charge to function and to make its contribution' (p. 40):

- the specific purpose and mission of the institution, whether business enterprise, hospital, or university
- making work productive and the worker achieving
- managing social impacts and social responsibilities.

For Drucker (1973, p. 39), business enterprises, including public-service institutions, 'are organs of society', and 'management, in turn, is the organ of the institution'. In other words, management 'has no existence in itself', being defined in and through its tasks, such as those in the list of management functions above.

Management control

Two of the management functions outlined above, organizing and leading, are also stages in a management control system. Whatever the nature of control, there are five essential elements in such a system:

- 1 planning what is desired, which in an organization includes long-term strategic as well as day-to-day operational planning
- 2 establishing standards of performance, which are guidelines set up as a basis for measurement, including tolerance of deviation from performance standards
- 3 monitoring actual performance, using reported results and observation
- 4 comparing actual achievement against the planned target, taking into account acceptable variance from standards of performance
- 5 rectifying and taking corrective action by finding the cause of variation and taking timely action to correct or remove the cause.